

***No Child Left Behind Act of 2001***  
**(NCLB)**

**P. L. 107-110**

**Title IV, Part A**  
**Safe and Drug-Free Schools and Communities**  
**Act**

**Individual Application**

**Guidelines ∪ Instructions ∪ Assurances**

**Application Submission Date:**  
**July 1, 2006**

**Grant Award Period:**  
**July 1, 2006 –June 30, 2007**

**Virginia Department of Education**  
**Division of Special Education and Student Services**  
**Office of Student Services**  
**P. O. Box 2120**  
**Richmond, VA 23218-2120**

## **Application Guidelines**

### **Purpose of Program and General Use of Funds**

The purpose of Title IV, Part A, Safe and Drug-Free Schools and Communities Act (SDFSCA) program is to support the five *No Child Left Behind* (NCLB) goals, which are:

- All students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics by 2013-2014.
- All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.
- By 2005-2006, all students will be taught by highly qualified teachers.
- **All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- All students will graduate from high school.

The Safe and Drug-Free Schools and Communities Act (SDFSCA) supports “programs that: 1) prevent violence in and around schools; 2) prevent the illegal use of alcohol, tobacco, and drugs; 3) involve parents and communities; and 4) are coordinated with related federal, state, school, and community efforts and resources to foster safe and drug-free learning environments that support student academic achievement.” (Title IV, Part A, Section 4002, Purpose). SDFSCA funds are to be used to establish, operate, and improve programs of school drug and violence prevention and early intervention.

### **Application Submission and Approval Deadline**

- The application submission date is July 1, 2006.
- A school division that submits an approvable application by July 1, 2006, will have the appropriate 2006-2007 funds available on a reimbursement basis as of July 1, 2006. A school division that submits an approvable application after July 1, 2006, will have the appropriate 2006-2007 funds available on a reimbursement basis as of the date the application is received at the department.

### **Submissions to the Department of Education**

- Applications will be submitted using the Web-based Online Management of Education Grant Awards (OMEGA) system. See instructions for the electronic application completion and submission process on page 3.
- The signed application cover page **should not be submitted** to the Virginia Department of Education. The application cover page signed by the division superintendent and the local school board chairperson should be retained and filed at the division level. **THE SIGNED APPLICATION COVER PAGE THAT WILL BE RETAINED AT THE LOCAL LEVEL AND THE ONLINE CERTIFICATION BY THE SUPERINTENDENT WILL INDICATE COMPLIANCE WITH APPLICATION ASSURANCES.** See additional information on assurances in the “General Assurances and Program Specific Assurances” section on page 3.

### **Revisions and Amendments to Applications**

- Revisions are edits that are necessary to the program, application, or budget **before** approval can be granted. Revisions to the application can be made after the original submission and prior to the receipt of the official grant award notification.
- Amendments are changes that are made to the program, application or budget **after** the receipt of the official grant award notification. Amendments can be made during the entire grant award period. An electronic amendment form must accompany all amendments.
- All changes, whether revisions or amendments, should be made to the original or most current version of the application Microsoft Excel file. The file is then re-submitted using OMEGA in a similar manner as was used for the original submission of the application file. Additional information on

amendment submission is available in the online technical assistance document located at:  
<http://www.doe.virginia.gov/VDOE/Instruction/OCP/nclb-applications.html>.

### **Review of Applications**

In accordance with Title IV, Part A, Section 4114(e), SDFSCA will use a peer review process to review applications. In determining whether to approve the application of a local school division, key consideration will be the quality of the comprehensive plan and the extent to which the application meets the Principles of Effectiveness described in Title IV, Part A, Section 4115(a). Specific criteria include the following:

- Needs assessment meets SDFSCA statutory requirements;
- Measurable performance standards established are aimed at ensuring that schools and communities served have a safe, orderly, and drug-free learning environment;
- Programs and activities are authorized under SDFSCA and have demonstrated effectiveness through scientifically-based research;
- Consultation with parents meets SDFSCA statutory requirements; and
- Plans for program evaluation and for reporting meet SDFSCA statutory requirements.

Detailed instructions for completing the Title IV Individual Application and the related SDFSCA provisions are provided in these instructions.

### **Release of Federal Funds and Grant Award Period**

- At the conclusion of the approval process, Title IV, Part A, funds are released to school divisions on a reimbursement basis. The full grant award period is July 1, 2005, through September 30, 2007. Carry-over requests must be submitted by September 30, 2006.
- Should the 2006-2007 allocation amount be unavailable to school divisions by the application submission date, the 2005-2006 Title IV allocation may be used as the tentative budget amount. When the school division's final 2006-2007 individual program allocation has been received, applicants should follow the electronic amendment process outlined in the online technical assistance document located at <http://www.doe.virginia.gov/VDOE/Instruction/OCP/nclb-applications.html>

### **Appendix A: General Assurances and Program Specific Assurances**

- Assurances represent policies, procedures, and activities that must be developed by the school division to carry out the provisions of the law. The "General Assurances and Program Specific Assurances" are located at the end of this document and must be retained at the division level.
- **THE SUPERINTENDENT/DESIGNEE'S AND BOARD CHAIRPERSON'S SIGNATURES ON THE APPLICATION COVER PAGE CERTIFY THAT THE LOCAL EDUCATIONAL AGENCY WILL IMPLEMENT THE GENERAL AND PROGRAM SPECIFIC ASSURANCES. THE SIGNED ORIGINAL OF THE APPLICATION COVER PAGE MUST BE RETAINED AT THE DIVISION LEVEL.**

### **Instructions for Electronic Completion and Submission of Application**

- The application has been created as a Microsoft Excel form. Users will be allowed to enter information only in areas of the application in which they see a white box. The "Tab" key should be used to move from box to box. **Do not** use the "Enter" key to advance to the next box.
- The completed application must be saved as a Excel document with the following name: "XXXTitleIVPtA06-07.xls" (the "XXX" should be replaced by the three-digit LEA/Payee Code for your particular division). For example, Accomack County's Title IV, Part A, application should be saved as "001TitleIVPtA06-07.xls" on your computer.

- The completed application should be uploaded to the OMEGA system by selecting the appropriate options to indicate the type of application (individual or consolidated) and then the appropriate federal program(s) in the application(s).
- OMEGA can be accessed through the Virginia Department of Education (VDOE) Single Sign-on for Web System (SSWS) located at: <https://eb01.vak12ed.edu/ssws>.
- A log-in ID and password are necessary to access the system.
- Additional information and guidance regarding the submission of the application using OMEGA can be found in the technical assistance document at: <http://www.doe.virginia.gov/VDOE/Instruction/OCP/nclb-applications.html>. If additional technical support is needed, please e-mail [OMEGA.Support@doe.virginia.gov](mailto:OMEGA.Support@doe.virginia.gov) or call (804) 371-0993.
- All other correspondence relating to questions from school divisions should be directed to Arlene Cundiff at [Arlene.Cundiff@doe.virginia.gov](mailto:Arlene.Cundiff@doe.virginia.gov) or at (804) 225-2871.
- Do not mail print copies of the application to the Virginia Department of Education. Print copies of the application and an original cover page signed by the division superintendent and local board chairperson along with the assurances must be maintained at the division level.

### **Instructions for Completing the Application**

The following activities are required in advance of submitting the Title IV Individual Application:

- 1) Needs assessment and consultation with parents [Title IV, Part A, Section 4115(a) Principles of Effectiveness];
- 2) Notice to the community of an intention to submit a SDFSCA application [Title IV, Part A, Section 4114(d)(5)]; and
- 3) SDFSCA application developed “through timely and meaningful consultation” with “state and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals) [Title IV, Part A, Section 4114 (a) and (b)].

### **A. COVER PAGE (Page 1-2)**

1. The applicant will complete the school division information section. Click the drop down box that appears at the end of the Applicant (Legal Name of Agency) to find your school division name. This feature will automatically insert your school division name and number throughout the application.
2. The designated division representative will complete the Local Educational Agency Certification by securing all appropriate signatures and by indicating the date of the school board meeting. The local school board must review and approve the application prior to submission to the Department of Education.
3. Once you have clicked on your school division name, on page 2 the 2005-2006 funding allocations will appear in the box in the column labeled 2005-2006 Allocation. A “yes” or “no” will also appear in the column marked 2005-2006 Consolidated application.
4. In the column to the right labeled, 2006-2007 Allocation Total, enter your school division’s allocations for Title IV, Part A, to be included in the 2006-2007 Individual Application. If you do not have your 2006-2007 allocation, use the 2005-2006 amount.

### **B. PROGRAM OVERVIEW (PAGE 3-4) - RESPONSE LIMIT: 2 PAGES**

In narrative format:

1. Discuss how the division’s program will contribute to the achievement of the NCLB goal of providing a safe and drug-free learning environment conducive to learning.
2. What evidence-based substance abuse and/or violence prevention programs have been implemented? Why were the programs chosen? What have the results shown?

3. Based on the results of the needs assessment (Section C), what evidence-based programs/activities will be implemented in 2006-2007 to address the identified targeted populations? How do the programs address the risk and protective factors identified for your school/community?

#### **C. NEEDS ASSESSMENT (PAGE 5)**

(Please refer to pages 52-64 of Planning for Results: The Complete Guide For Planning and Evaluating Safe and Drug-Free Schools and Communities Act Programs for detailed information on needs assessment.)

Describe the needs assessment completed for your community. Needs assessments are required to gain an understanding of the issues facing schools and communities and to assist in targeting programs and resources.

- What data were examined as a part of the needs assessment?
- Give a brief description of the needs assessment findings.
- What targeted population(s) were identified in the needs assessment?
- Briefly highlight data from the needs assessment to justify which program(s) will be used and why.

#### **D. PARENTAL INVOLVEMENT (PAGE 5)**

Describe how the school division plans to engage and actively involve parents in addressing substance abuse and violence prevention issues in the schools and community.

#### **E. PARENT/COMMUNITY NOTIFICATION (PAGE 5)**

Briefly describe how the school division plans to notify parents and the community of its application for the Title IV, Part A funds.

#### **F. MEASURABLE OBJECTIVES (PAGES 6-7)**

1. In the tables on pages 6-7 as needed, state the measurable objectives that will guide the development of the program to be funded with the requested federal funds as needed. The objectives need to address the issues identified in the needs assessment. Measurable objectives may be continued/revised from the previous school year.
2. Describe the evidence-based services and activities (programs, models, instructional methods and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.
3. All objectives must support the NCLB goal: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
4. Measurable goals and objectives should address the following using the ABCDE format:
  - **Audience:** Who is the population/target audience for whom the desired outcome is intended?
  - **Behavior:** What is to happen? What behavior change/result is expected?
  - **Condition:** By When is it to happen? Under what circumstances?
  - **Degree:** By how much? What level of change is expected?
  - **Evidence:** As measured by? Defines the method of measuring the change expected.

Please refer to pages 65-75 of Planning for Results: The Complete Guide For Planning and Evaluating Safe and Drug-Free Schools and Communities Act Programs.

**What is a Measurable Goal?**

A goal is a measurable statement of desired longer-term, global impact of the prevention program. A goal addresses changes in alcohol and other drug measures or incidence of violence or in terms of changes in risk or protective factor indicators.

Example:

- Both adults and students at Anytown High School will successfully manage and resolve conflicts after full implementation of Conflict Resolution: Secondary Curriculum as evidenced in May 2007 by 25 percent reduction in the number of fights and the number of weapons brought to school and by 15 percent improvement in student, teacher, and parent perceptions of school safety as measured by the School Climate Survey.

**What is a Measurable Objective?**

Objectives state the desired outcome: An objective is a specific, measurable statement indicating the desired outcome of the program/services which support the accomplishment of the goal. Objectives follow the ABCDE format outlined above.

Example:

- By May 2007, students and faculty completing the Conflict Resolution curriculum will learn principles of conflict resolution and the specific behaviors associated with peacemaking as measured by 90% mastery of curriculum knowledge, skills, and attitudes tests.

(Atkinson, Anne J. Planning for Results: The Complete Guide For Planning and Evaluating Safe and Drug-Free Schools and Communities Act Programs 2003, page 71.)

School divisions should carefully examine school discipline, crime, and violence data in the development of the SDFSCA application, and complete the application by **July 1, 2006**.

**G. COORDINATION OF SERVICES (PAGE 8) - RESPONSE LIMIT: 1 PAGE**

Describe the partnership(s) within your division between this program and other federal, state and/or local programs, required by Section 4114(c)(1)(B), in the delivery of substance abuse and violence prevention programs and services to the targeted population(s). Describe the collaboration of program staffs, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in the application.

**H. BUDGET (PAGES 9-16)**

1. The program budget must reflect resources needed to achieve the measurable objectives. Budget expenditures must directly relate back to the implementation of the stated program goals/objectives.
2. Please note the following in completing the Title IV, Part A, budget:
  - These federal funds may NOT be used to supplant state mandated programs and activities. They MAY be used to supplement substance abuse and violence prevention programming (see page 9).
  - There is a two percent cap on administrative costs.
  - A maximum 20 percent of the funds may be used to purchase security equipment. A maximum of 40 percent may be used to support a school resource officer position. Another option is for a school division to use 20 percent to support a school resource officer position and 20 percent to purchase security equipment; in no case can the combined total exceed 40 percent.
  - Supportive services in line item 3000 are not allowable expenditures with Title IV funds.
  - Maintenance and/or operation of plant in line item 5000 are not allowable expenditures with Title IV funds.
  - Buildings and remodeling in line item 8000 are not allowable expenditures with Title IV funds.

3. Complete the following budget forms:

- Budget Summary
- Detailed Budget Breakdown

For all expenditures on the Detailed Budget Breakdown, **please provide an itemized budget with a budget justification for** expenditures in **each** budget category, showing how all costs were derived.

Example:

Materials and Supplies – Object Code 6000  
*100 program workbooks @ \$12 = \$1200.*

**NOTE: The totals in the line-item descriptions do not automatically total as they do on the budget summary page.**

- Justification for Personal Services – Object Code 1000

Example:

Teacher – 20% for instruction of *Life Skills* program  
FTE = .20  
Total Cost = \$5,000

**NOTE:** A position description **MUST** be included for any personnel description must be included for any personnel funded with Title IV, Part A, funds.

- Justification for Supportive Services – Object Code 3000

**NOTE: SDFSCA funds may not be used for supportive services.**

- Justification for Professional Development – Object Code 3000
- Justification for Internal Services – Object Code 4000
- Justification for Travel Costs – Object Code 5000

**NOTE:** Title IV, Part A, funds may not be used for maintenance of plant or operation of plant.

- Justification for Materials and Supplies Over \$2,500 – Object Code 6000
- Justification for Capital Outlay – Object Code 8000

**NOTE:** Title IV, Part A, funds may not be used for buildings, remodeling, or all other equipment.

4. The “Expenditure Accounts Description” provides definitions for the object codes. Please review carefully.

**F. PROGRAM SPECIFIC GUIDELINES**

**SDFSCA Principles of Effectiveness**

SDFSCA, Section 4115(a)

(1) IN GENERAL. For a program or activity developed pursuant to this subpart to meet the principles of effectiveness, such program or activity shall be:

(A) Based on an assessment of objective data regarding the incidence of violence and illegal drug use in the elementary schools and secondary schools and communities to be served, including an objective analysis of the current conditions and consequences regarding violence and illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program) that is based on ongoing local assessment or evaluation activities;

(B) Based on an established set of performance measures aimed at ensuring that the elementary schools and secondary schools and communities to be served by the program have a safe, orderly, and drug-free learning environment;

(C) Based on scientifically-based research that provides evidence that the program to be used will reduce violence and illegal drug use;

(D) Based on an analysis of the data reasonably available at the time of the prevalence of risk factors and high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, and assets; or other variables in schools and communities in the state identified through scientifically-based research; and

(E) Inclusive of meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity.

## (2) PERIODIC EVALUATION

(A) REQUIREMENT. The program or activity shall undergo a periodic evaluation to assess its progress toward reducing violence and illegal drug use in schools to be served based on performance measures described in Section 4114(d)(2)(B).

(B) USE OF RESULTS. The results shall be used to refine, improve, strengthen the program, refine the performance measures, and made available to the public upon request with public notice of such availability provided.

## **G. AUTHORIZED USES OF SDFSCA FUNDS**

Authorized Uses of Safe and Drug-Free Schools and Communities Act Funds  
[Section 4115(b) – Local Educational Agency Activities]

Local school divisions are required to use funds to develop, implement, and evaluate comprehensive programs and activities, which are coordinated with other school and community-based services and programs. These programs and activities **must**:

1. Foster a safe and drug-free learning environment that supports academic achievement;
2. Be consistent with the principles of effectiveness and be designed to:
  - Prevent or reduce violence; the use, possession, and distribution of illegal drugs; delinquency; and
  - Create a well disciplined environment conducive to learning which includes consultation between teachers, principals, and other school personnel to identify early warning signs of drug use and violence and to provide behavioral interventions as part of classroom management efforts; and
3. Include activities to:
  - Promote the involvement of parents in the activity or program;
  - Promote coordination with community groups and coalitions, and government agencies; and
  - Distribute information about the local educational agency's needs, goals, and programs under SDFSCA.

### Permissible Activities

Note: All activities must comply with SDFSCA Principles of Effectiveness.

1. Age appropriate and developmentally based activities that:
  - Address the consequences of violence and the illegal use of drugs, as appropriate;
  - Promote a sense of individual responsibility;
  - Teach students that most people do not illegally use drugs;
  - Teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;
  - Teach students about the dangers of emerging drugs;
  - Engage students in the learning process; and
  - Incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.
2. Activities that involve families, community sectors (which may include appropriately trained senior citizens), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.



3. Dissemination of drug and violence information to schools and the community.
4. Professional development and training for and involvement of school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral as related to drug and violence prevention.
5. Drug and violence prevention activities that may include the following:
  - Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.
  - Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies.
  - Reporting criminal offenses on school property.
  - Developing and implementing comprehensive school security plans of obtaining technical assistance concerning such plans.
  - Supporting safe zones of passage activities that ensure that students travel safely to and from the school, which may include bicycle and pedestrian safety programs.
  - The hiring and mandatory training of school security personnel (including school resource officers) based on scientific research.
  - Expanded and improved school-based mental health services related to illegal drug use and violence, early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers.
  - Conflict resolution programs, peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.
  - Alternative education programs or services for violent and drug-abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from the regular educational settings.
  - Counseling, mentoring, referral services, and other student assistance practices and programs.
  - Programs that encourage students to seek advice from and to confide in a trusted adult regarding concerns about violence and illegal drug use.
  - Drug and violence prevention activities designed to reduce truancy.
  - Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance.
  - Consistent with the fourth amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia.
  - Emergency intervention services following traumatic crisis events, such as a shooting, major accident, or a drug-related incident that have disrupted the learning environment.
  - Establishing and implementing character education programs.
  - Establishing and maintaining a school safety hotline.
  - Community service, community service performed by expelled students, and service-learning projects.
  - Conducting a nationwide background check of local educational agency employee that bears upon the employee's fitness –
    - To be responsible for the safety or well-being of children
    - To serve in the particular capacity in which the employee or prospective employee is or will be employed; or
    - To otherwise be employed by the local educational agency.

- Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help you at risk of suicide.
  - Programs that respond to the needs of students who are faced with domestic violence or child abuse.
6. The evaluation of any of the activities authorized under this subsection and the collection of objective data used to assess program needs, program implementation, or program success in achieving program goals and objectives.

**SUPPLEMENT VERSES SUPPLANT (Safe and Drug-Free Schools and Communities Act (SDFSCA), Nonregulatory Guidance for State and Local Implementation, page 27.)**

**A State must ensure that SDFSCA funds awarded are used only to supplement the level of state, local, and other non-Federal funds and are not to replace funds that would have been available to conduct activities if SDFSCA funds had not been available. [For more information, see SDFSCA, Section 4113(a)(8).]**

**By enacting the supplement, not supplant provision of the SDFSCA, Congress intended that SDFSCA funds be used only to supplement the level of funds from non-federal sources that would, in the absence of the SDFSCA funds, be available for purposes listed in SDFSCA, Sections 4112(a), 4112(c), and 4115. In other words, the use of SDFSCA funds may not result in a decrease in state and local funds for a particular activity, which in the absence of SDFSCA funds would have been available to conduct the activity.**

**For example, assume that state law requires each LEA to provide at least five hours of classroom instruction each semester on conflict resolution to all ninth grade students. Because each LEA is required to provide the five hours of instruction from its own or the state's resources regardless of the existence of the SDFSCA funds, the LEA may NOT use the SDFSCA funds to comply with the state mandate.**

## **Appendix A**

# **ASSURANCES**

**The assurances should be kept on file in the division.**

### GENERAL ASSURANCES

Title I, Part A	– Improving Basic Programs Operated by Local Educational Agencies
Title I, Part C	– Education of Migratory Children
Title I, Part D, Subpart 2	– Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II, Part A	– Teacher and Principal Training and Recruiting Fund
Title II, Part D	– Enhancing Education Through Technology
Title III, Part A	– English Language Acquisition, Language Enhancement and Academic Achievement
Title IV, Part A	– Safe and Drug-Free Schools and Communities
Title V, Part A	– Innovative Programs
Title VI, Part B, Subpart 2	– Rural and Low-Income School Program

The school division assures:

- I. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- II. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities;
- III. The public agency, nonprofit private agency, institution, organization, or Indian tribe, will administer those funds and property to the extent required by the authorizing statutes;
- IV. It will adopt and use proper methods of administering each program, including—
  - A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
  - B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation and that:
    1. It will maintain fiscal effort in support of free public education;
    2. It will provide services with state and local funds that are at least comparable to services provided in schools and areas not receiving special federal funds;
    3. The majority of the resources in the school division are derived from non-federal funds;
    4. It is in compliance with the requirements regarding school prayer as specified in P. L. 107-110, Title IX, Section 9524;
    5. It will comply with the audit requirements for each program;
    6. The federal funds are used to supplement not supplant regular non-federal funds;
    7. It will cooperate in carrying out any evaluation of each program conducted by or for the state educational agency, Secretary, or other federal officials;
    8. It will use such fiscal control and fund accounting procedures and as will ensure proper disbursement, accounting, and federal funds paid to the applicant under each program;
    9. It will submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary of Education as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each program;
    10. It will maintain such records for five years, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties;
    11. It consulted with teachers, school administrators, parents, members of the community, nonprofit organizations and other interested parties in the development of this plan;
    12. It afforded a reasonable opportunity for public comment on the plan or application and considered such comment before the application was submitted;

13. It is in compliance with the requirement regarding equal access to public school facilities as specified in P. L. 107-110, Title IX, Section 9525;
14. It will comply with the other application requirements outlined in  
Section 9501. Private School Children;  
Section 9502. Bypass; and  
Section 9521. Maintenance of Effort under Title IX – General Provisions;
15. It will notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents upon request and in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
  - a) whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - b) whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
  - c) whether the child is being provided services by paraprofessionals and, if so, indicate their qualifications; and
  - d) the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
16. It will provide information in an understandable and uniform format and to the extent practicable in a language that the parents can understand;
17. It will ensure that funds are expended in accordance with the school division's approved application or amended application. In the event the local division needs to expend funds in any manner other than stipulated in the approved application, the plan must be amended using the amendment process provided by the Department of Education. The application must be amended before funds can be expended for activities not approved in the original application;
- C. That it will collect and disseminate information collected under Section 1111 in a manner that protects the privacy of individuals.
- D. That it will abide by the School Improvement provisions of Title I, Section 1116, that includes among other requirements the provisions of public school choice and supplemental educational services, as appropriate, for schools identified for Title I School Improvement.
- E. That it will abide by the LEA Improvement provisions of Title I, Section 1116, as appropriate, for divisions that are identified for LEA Improvement.
- V. The division shall comply with Section 22.1-277.01, of the Code of Virginia that requires the expulsion for one year of any student determined to have brought a firearm to school. A description of each incident, the name of the school concerned, the number of students expelled from each school, and the type of firearm used in each instance of expulsion will be reported to the Virginia Department of Education in compliance with provisions under Title IV, Section 4141. This agency has a policy that requires referral to the criminal justice or the juvenile delinquency system of any student who brings a firearm or weapon to school;
- VI. It will participate, if selected, in the state National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.

### **Title IV, Part A – Safe and Drug-Free Schools and Communities**

Each school division's plan shall describe how:

1. It will comply with the principles of effectiveness described in Section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement;
2. It will support drug and violence prevention programs that convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful;
3. It will have, or the schools to be served have, a division-/school-level plan for keeping schools safe and drug-free;
4. It will make the application and any waiver request under Section 4115(a)(3) available for public review after submission of the application; and
5. It will provide such other assurances, goals, and objectives identified through scientifically-based research that the state may reasonably require in accordance with the purpose of this part.